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ABSTRACT

This booklet presents many ideas for involving students in family life education programs. Designed primarily for use by family life educators, it includes such topics as the use of cognitive and affective objectives in family life education, organizing family studies content by generalizations, and focusing on the student as an active learner. It offers both philosophical background and concrete techniques for involving students in the curriculum. Selected references are appended to each section. (HMV)

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FAMILY LIFE EDUCATION:

FOCUS ON STUDENT

INVOLVEMENT

Kinsey Bass Green
1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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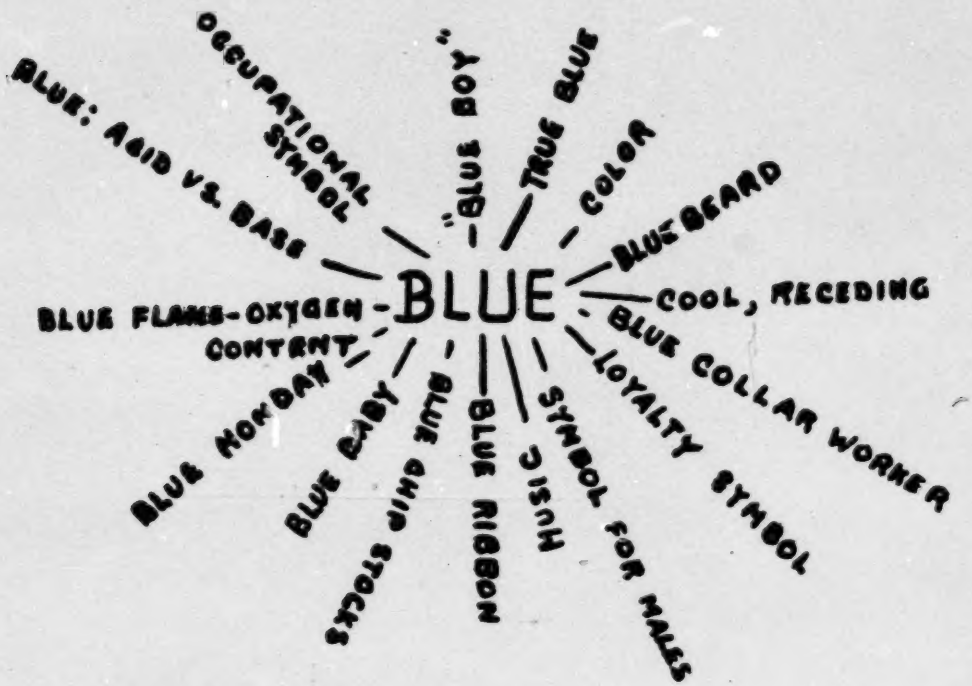
THE CONCEPT OF CONCEPTS

Think about the word blue and respond with the meanings the word holds for you. Initially you may answer a feeling -- depressed, melancholy, discouraged; or a color -- cool, water, sky. Now modify the word blue by adding letters or other words. Your responses may include blues, bluing, blue ribbon, Bluebeard, blue chip stocks, blue collar worker, true blue, blue Monday. Ask two friends to respond to the same stimulus and their answers may trigger other responses from you. A compilation of your responses might look like this:



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If blue is declared a concept, then based on the previous illustration, a concept is:

-- An idea, a big idea

-- Something that can be thought about by many different people in many different ways

-- A general "whole" built from smaller specifics and illustrations

-- An idea based on previous experience, either direct or vicarious

-- A synthesis of many meanings

-- An abbreviation for a series of attributes or events

It is the word blue which gives the diverse words and phrases in the diagram some commonality. Blue can have many different meanings dependent upon use. The word blue however, sums the meanings.

Looking again at the illustration, it can be seen that the meanings of blue came from many disciplines: art, music, sociology, psychology, history, economics, chemistry, biology. The concept is the unifying force; it brings many meanings together into a common focus.

Burton, Kimball and Wing, in Education for Effective Thinking, define concept in a more sophisticated style.[1]

"A concept is a defined idea of meaning fixed by, and as extensive as, the term used to designate it.

---

[1] William H. Burton, Ronald B. Kimball, and Richard L. Wing, Education for Effective Thinking (New York: Appleton Century Crofts, Inc., 1960), p. 154.

"A concept is the amount of meaning a person has for any thing, person, or process.

"A concept is a suggested meaning which has been detached from the specific situations giving rise to it and provided with a name.

"A concept is a logical construct capable of interpersonal use.

"A concept is a word or other symbol which stands for the common property of a number of objects or situations.

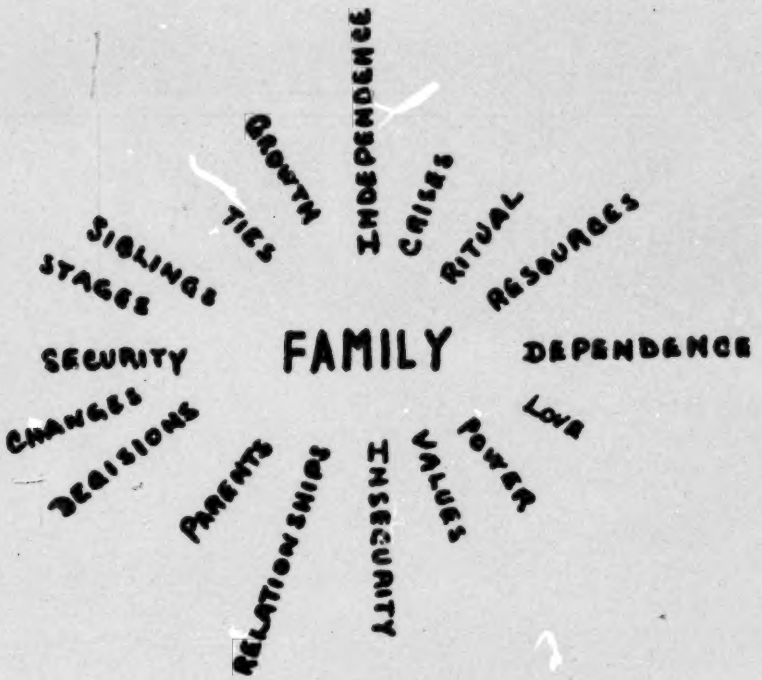
"Concepts are established meanings on which we can rely with assurance."

Concepts begin initially through sensory perception, as must any learning. The chain of steps from perception to conceptualization is then:

Sensory experience/ Perception → Internal Translation → Conceptualization

The concept water illustrates this progression from perception to conceptualization. How does one learn about water? Feel it? See it? Taste it? Smell it? Hear it? Water can be tasted, smelled, felt, heard, seen; it can be boiled, frozen, spilled, evaporated, scientifically analyzed. It can be life-giving, awesome, refreshing, frightening, cleansing, soothing -- dependent upon one's experience with it. As meanings from accumulated experiences converge, then does conceptualization evolve.

In format, concepts can be stated as one word, as phrases, or as complete sentences. The statement format is often a clue to the complexity of the idea expressed. Modification of the one word concept family illustrates this. A myriad of ideas are evoked by the stimulus of <u>family</u>.



Changing the concept from one word, family, to a phrase including the word family changes the complexity of the concept. Examples of concepts stated in the phrase format follow.

Family Conflict Resolution

Attitudes of Family Members toward Death

History of the Nuclear Family

The Influence of Family Structure on Family Member Roles

Developmental Tasks of the Family throughout the Family Life Cycle

Effects of Family Crises on Family Disintegration and Reorganization

Interrelationship of Resource Availability and Family Power Structure

Decisions about Family Resources

Stating concepts in this manner emphasizes the relationships among ideas, rather than just exploring all the possible connotations of a completely open-ended idea. Building relationships among ideas, rather than focusing on isolated, sometimes fragmented specifics, facilitates the transfer of learning.

Hoover explores this hierarchy of complexity of concepts in an exploration of concept levels, progressing from classificational to theoretical.[2]

---

[2]Kenneth H. Hoover, The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Schools (Boston: Allyn and Bacon, 1973), pp. 6-7.

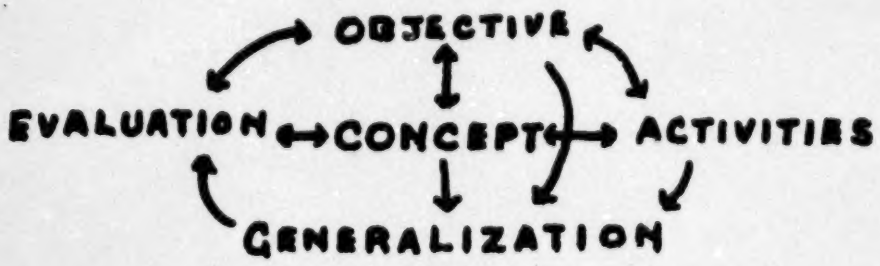
Classificational concept: One which describes, defines, clarifies basic properties. Examples: Characteristics of Nuclear Families; Differences in Nuclear and Extended Families.

Correlational concept: One which focuses on the relationship(s) among two or more broader concepts. Examples: The Relationship of Family Life Cycle Stage to Family Resource Decisions; Relationship of Family Socioeconomic Status to Availability and Utilization of Resources.

Theoretical concept: One which embodies relationship(s) among ideas, but adds the dimension of prediction, advancing from the known to the unknown. Examples: Effects of Social Change on the Family of the Future; Impact of Natural Resource Limitations on Family Life Style.

Leading learners to progress from isolated specifics to relationships among ideas simultaneously leads their cognitive processes from knowledge and comprehension to analysis, synthesis, evaluation. The levels of concepts may be compared with the levels of objectives within cognitive and affective domains and with the levels of generalizations, which will be explored in later sections.

It is the concept which brings unity to the other components of a lesson or series of lessons. The illustration below shows how components fit together and feed into each other for a unified whole.



Even when learners progress through the same sequence of experiences, with exploration of the same resources, the concepts which evolve in the minds of those learners will not be identical. Therein lies the beauty of concepts!

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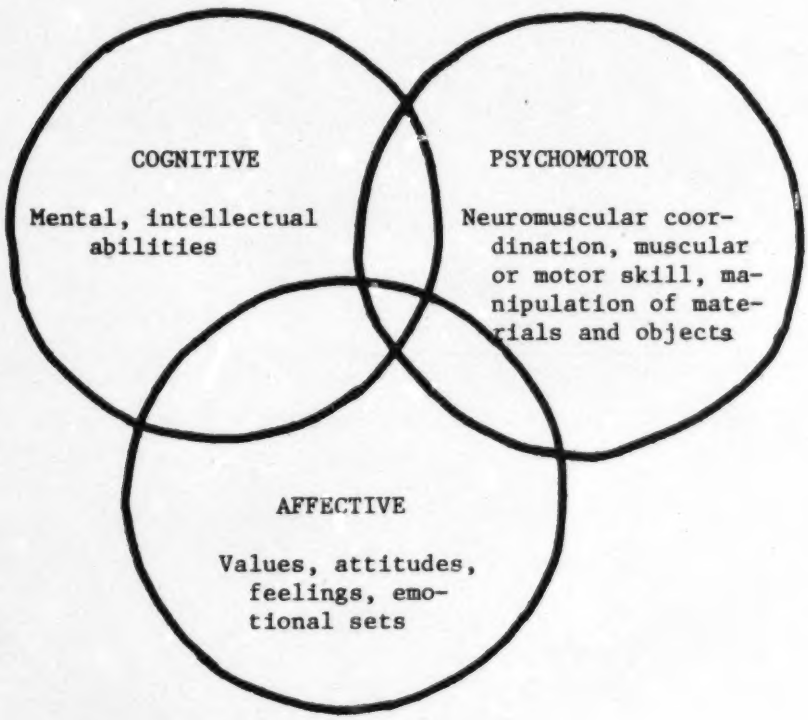
DEFINING DOMAINS OF LEARNING AND LEVELS OF OBJECTIVES

For more than two decades educators have been studying closely the learning process in order to define the realms of human learning and to establish a hierarchy of complexity within those realms. The products of these deliberations are numerous publications, all pointing, with various degrees of commitment, to the division of learning into three domains: cognitive, affective and psychomotor. The emphasis of each domain and the interrelationships of the three domains may be seen in the following diagram.



While the domains are not discrete realms, nor are they mutually exclusive, learning activities and objectives usually do not emphasize all three domains equally. The levels within each domain are organized by a hierarchy: the cognitive and psychomotor domains are organized by increasing complexity; the affective domain is organized by increasing internalization. Although the levels from one domain do not correspond on a one-to-one basis with levels in another domain, there are interrelationships among domains in increasing complexity, internalization and increasing ability to create and to make judgements and commitments. These interrelationships may be seen in the following chart:

Taxonomies of Educational Objectives

Cognitive Domain	Affective Domain	Psychomotor Domain
1.00 Knowledge	1.00 Receiving	1.00 Perception
2.00 Comprehension	2.00 Responding	2.00 Set
3.00 Application	3.00 Valuing	3.00 Guided Response
4.00 Analysis	4.00 Organization of values	4.00 Mechanism
5.00 Synthesis	5.00 Characterization by a Value or Value Complex	5.00 Complex Overt Response
6.00 Evaluation		6.00 Adapting and Originating

Community pressure for the school to be accountable for its products, that is, to specify how students will be different at the end of a unit, course, or year of study than they were at entry, and to be responsible for those differences, has increased. This pressure has caused educators to look anew at the definition of objectives and measurement

of student achievement of those objectives. The era of behavioral objectives is one result of this clarification and redefinition process.

A behavioral objective is one which states the purpose of a given segment of instruction in terms of an observable student behavior or product of that behavior, is measurable, and often includes the criterion for evaluation of the student's achievement of the objective. Sample objectives within this framework follow:

--The student will define nuclear, extended, matriarchal, and patriarchal families on a written quiz.

--The student will choose from a selection of vignettes about families the one which represents an egalitarian power structure.

--The student will arrange in order the three major stages of the nuclear family life cycle.

--The student will choose from a group of definitions the one which matches the term annulment.

--The student will list three functions of the contemporary American family, as defined by Duvall.

Proponents of behavioral objectives say that they facilitate appropriate learning activities and add precision to teaching. Critics of behavioral objectives say that such objectives seem very much like specific activities, restrict their focus to the cognitive domain primarily and certainly to the lower levels of all three domains.

Perhaps a compromise between the very nebulous, vague objectives of the past, couched in terms such as appreciate, learn, and gain insight into, and the great specificity of behavioral objectives, may be

illustrated by the continuum below:

Continuum of Instructional Objectives

Behavioral objectives: very specific, seem almost like activities, emphasize cognitive domain, lower levels of all three domains	Objectives stated in framework of domain taxonomies, using verbs from domain levels: e.g. know, comprehend, apply, analyze, synthesize, evaluate	Vague, nebulous objectives: use terms such as learn, gain insight into, appreciate, develop interest in, become familiar with

Examples of objectives in the cognitive domain framework may be stated like this:

--The student will analyze in a written composition the factors involved in mate selection, as presented in a given case study.

--The student will synthesize a radio broadcast script on types of family structure after defining and analyzing similarities and differences in nuclear, extended, collective, communal, one-parent and single adoptive families.

--The student will apply a problem solving approach to the solution of a family conflict as presented in the film "Have I Told You Lately That I Love You?"

--After viewing the film "Johnny Lingo," the student will evaluate the relative importance of factors which influence the formation of self concept, using criteria established in class.

Because the levels of the domains have been studied extensively and there is consensus regarding the meaning of each level, using the verbs from the levels may solve the dilemma of introducing greater specificity in objectives and yet resisting the restrictions which be-

havioral objectives may impose. One cautionary note should be added: increasing the precision of objectives does not assure their appropriateness for a given student! Often the behaviors most easily operationalized are the most meaningless!

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USE OF COGNITIVE AND AFFECTIVE OBJECTIVES IN FAMILY LIFE EDUCATION

The content of the field of family studies springs from both the cognitive and affective domains. It is useless to teach facts about families without simultaneously helping students to examine their own attitudes about these facts and to clarify their own values in relationship to the many alternatives which exist in reference to family. When a student sets his own goals, guided by the teacher to exploration of alternatives, the learning becomes more relevant.

Cognitive Domain

Examination of the intent of each of the levels within the cognitive and affective domains may help a teacher to clarify instructional objectives. The levels of the cognitive domain are arranged according to increasing complexity. Within the cognitive domain, the following levels of intellectual skill pertain.[3]

Level of Domain	Level of Behavior Described
KNOWLEDGE	Rote memory; recall; repeating exactly as the information was given.

[3] Benjamin S. Bloom, et al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Co., Inc., 1956), pp. 201-207.

COMPREHENSION	Elementary use of the material; translation from one "language" to another; paraphrasing; putting into one's own words; interpreting symbolic materials such as graphs, charts, pictorial symbols
APPLICATION	Use of an abstract rule or principle in a new concrete situation
ANALYSIS	Breaking down of a "whole" into its component parts; searching for relationships among parts of the whole
SYNTHESIS	Combination of many elements into a new whole
EVALUATION	Judgement about the value of materials or processes for a given purpose on a basis of either internal or external criteria.

The further delineation of levels within the cognitive domain is seen below.

1.00 KNOWLEDGE

1.10 KNOWLEDGE OF SPECIFICS

1.11 Knowledge of Terminology

1.12 Knowledge of Specific Facts

1.20 KNOWLEDGE OF WAYS AND MEANS OF DEALING WITH SPECIFICS

1.21 Knowledge of Conventions

1.22 Knowledge of Trends and Sequences

1.23 Knowledge of Classifications and Categories

1.24 Knowledge of Criteria

1.25 Knowledge of Methodology

1.30 KNOWLEDGE OF THE UNIVERSALS AND ABSTRACTIONS IN A FIELD

1.31 Knowledge of Principles and Generalizations

1.32 Knowledge of Theories and Structures

2.00 COMPREHENSION

2.10 TRANSLATION

2.20 INTERPRETATION

2.30 EXTRAPOLATION

3.00 APPLICATION

4.00 ANALYSIS

4.10 ANALYSIS OF ELEMENTS

4.20 ANALYSIS OF RELATIONSHIPS

4.30 ANALYSIS OF ORGANIZATIONAL PRINCIPLES

5.00 SYNTHESIS

5.10 PRODUCTION OF A UNIQUE COMMUNICATION

5.20 PRODUCTION OF A PLAN OR PROPOSED SET OF OPERATIONS

5.30 DERIVATION OF A SET OF ABSTRACT RELATIONS

6.00 EVALUATION

6.10 JUDGEMENTS IN TERMS OF INTERNAL EVIDENCE

6.20 JUDGEMENTS IN TERMS OF EXTERNAL CRITERIA

Sample objectives at the various levels of the cognitive domain follow.

--The student will accurately list six points at which the family is touched by legal involvements, as listed by a guest speaker. (Knowledge)

--The student will draw conclusions from a line graph depicting supply and demand of the resource of homemaker's energy throughout the stages of the nuclear family life cycle. (Comprehension)

--The student will apply the definitions of ascribed role and acquired role in classifying a list of roles into those two categories. (Application)

--The student will analyze the relationship between technological advancements and use of resources in the home, as presented in the book Future Shock. (Analysis)

--The student will synthesize a photographic essay on the relationship between family structure and family functions. (Synthesis)

--The student will evaluate the relative impact of parents, peers, and school authority figures on formation of the child's values, after viewing the film, "World of Piri Thomas." The criteria to be used for the evaluation are: contribution to intrinsic motivation, evidence of emulation and contribution to satisfaction of basic needs, as outlined by Maslow. (Evaluation)

Affective Domain

The principles upon which the hierarchy of levels within the affective domain are organized are: movement from the simple to complex, conscious to unconscious and external to internal control. An examina-

tion of the levels of the affective domain should help to clarify the degree of complexity involved in each.[4]

Level of Domain	Level of Behavior Described
RECEIVING (ATTENDING)	Evidencing sensitivity to stimuli; moving from passive position to willingness to attend to the stimuli
RESPONDING	Actively attending; from acquiescence to satisfaction in response
VALUING	Evidencing that a pheomenon, thing or behavior has worth; demonstrating commitment
ORGANIZATION OF VALUES	Successively internalizing values; establishing dominant, pervasive values
CHARACTERIZATION BY A VALUE OR VALUE COMPLEX	Behaving so consistently in accordance with the professed values that one is described by others as a person holding certain values

The sub-levels within the five major levels of the affective domain may be seen in the following outline:

1.00 RECEIVING (ATTENDING)

1.10 AWARENESS

---

[4]David R. Krathwohl et al. Taxonomy of Educational Objectives, Hankbook II: Affective Domain (New York: David McKay Co., Inc., 1964), pp. 176-185.

1.20 WILLINGNESS TO RECEIVE

1.30 CONTROLLED OR SELECTED ATTENTION

2.00 RESPONDING

2.10 ACQUIESCENCE IN RESPONDING

2.20 WILLINGNESS TO RESPOND

2.30 SATISFACTION IN RESPONSE

3.00 VALUING

3.10 ACCEPTANCE OF A VALUE

3.20 PREFERENCE FOR A VALUE

3.30 COMMITMENT

4.00 ORGANIZATION

4.10 CONCEPTUALIZATION OF A VALUE

4.20 ORGANIZATION OF A VALUE SYSTEM

5.00 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

5.10 GENERALIZED SET

5.20 CHARACTERIZATION

Because of the nature of the affective domain, objectives in this realm may be harder to operationalize and more difficult to measure than those in the cognitive domain. As with objectives in either of the other two domains, if the verb in the objective can be stated more specifically, then the objective is more likely to be measurable. The following list of verbs can be helpful to teachers struggling to behaviorize learning in the affective domain:[5]

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[5]Albert F. Eiss and Mary B. Harbeck, Behavioral Objectives in the Affective Domain (Washington: National Science Supervisors Association, 1969), p. 16.

selects	chooses	participates	challenges
seeks	persists	asks	gathers information
argues	adopts	perseveres	spends money for
defends	obeys	offers	investigates
attempts	tries	proposes	rejects
accepts	weighs	criticizes	delays
supports	recommends	subscribes	promotes
praises	advocates	volunteers	shares

It is also helpful when stating objectives in the affective domain to add the phrase "...as evidenced by.." This helps both teacher and student to consider exactly what kinds of behavior will demonstrate that the objective has been achieved.

On the other hand, stating behavioral evidences of goal achievement in advance may preclude awareness of other measures of student involvement, or may impede student spontaneity and creativity. The teacher must seek a middle ground of thinking through "How will we know when affective objectives have been reached?" while simultaneously encouraging flexibility, individualism, and student-selected outcomes.

Sample objectives based on a single concept, which progress from the lowest level of receiving through the highest level of characterization by a value complex, are shown here. This progression illustrates that individual students might be working at different levels of complexity and internalization in regard to the same content area and even the very same concept. Concept: FAMILY MEMBER RESPONSIBILITIES

1.00 RECEIVING: The student will be aware of his own attitudes toward his duties at home as evidenced by responses to an attitude questionnaire.

2.00 RESPONDING: The student will voluntarily select a new task at home, and after performing it, will report to the class his success/problems in doing the job.

3.00 VALUING: The student will value sharing of family tasks as evidenced by his suggestion of a family council method of allocating jobs at home and by advocating the team approach to given jobs.

4.00 ORGANIZATION: The student will prefer assuming some family responsibilities as opposed to leaving all jobs to parents as evidenced by a home project demonstrating this commitment.

5.00 CHARACTERIZATION: The student will, through his behavior in current and future homes, demonstrate his values of independence, interdependence, acceptance of responsibility and the worth of all individuals.

From these sample objectives and by the very definition of the affective domain itself, it can be seen immediately that measurement of affective objectives is often difficult, subjective and long term. Possibilities for objective affective measurement will be discussed in a subsequent section.

Perhaps the reader would like to try his/her hand at transforming the following affective objectives into behavioral terms.

--The student will be sensitive to current social problems affecting the family.

--The student will appreciate differences in attitudes of his peers

toward their families.

--The student will develop an interest in class assignments regarding the community agencies which serve the family.

--The student will enjoy working on an individual project in the family life unit.

--The student will desire to increase his knowledge regarding family crises.

--The student will clarify his own values regarding family roles and interrelationships.

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ORGANIZING FAMILY STUDIES CONTENT BY GENERALIZATIONS

Consider the characteristics of the following statements.

1) Family member roles are interdependent.
2) Because families move through predictable stages of the family life cycle, success in one stage is contingent upon successful mastery of tasks in previous stages.
3) Family patterns may be classified as nuclear and extended, as monogamous and plural.
4) Because resources are limited and wants are infinite, family decisions about the creation and allocation of resources are necessitated.
5) Dating serves psychological and sociological functions.
6) Because values are personal and are based on a person's experiences and determine his/her commitments, they influence his or her decisions.

These statements are all generalizations. They all have some common characteristics: they are true and sound, not opinion; they are all stated as complete sentences rather than phrases or single words; they all have an element of universality; they each state a conclusion. Based on these characteristics, then, a generalization is a broad summary statement which unifies many related specific facts.

Mallory has defined generalizations as:

--expressions of underlying truth, having an element of universality, usually indicating relationships.

--summary statements based on objective data, on experience, or on theory accepted by specialists in the field.[6]

Some of the six sample generalizations are more involved and more encompassing than others. According to this criterion of complexity, generalizations exist in levels.[7]

Level 1, the lowest and simplest level, includes statements that describe, define, identify or classify, or include analogies. Example: Resources may be categorized as human and non-human; as personal, family, or community.

Levels 2 and 3 sometimes seem to merge together. Level 2 generalizations show relationship among ideas. Example: Resource utilization is influenced by one's creativity. Here the relationship is drawn between resource utilization and creativity.

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[6] Berenice Mallory, "Curriculum Developments," The Bulletin of the National Association of Secondary-School Principals XLVIII (December 1964): 56.

[7] "Teaching for the Development of Concepts and Generalizations," Home Economics Education: Homemaking Aspect, Grades 7-12. (Springfield: Illinois State Dept. of Education, 1966), pp.28-29; "Teaching for the Development of Concepts and Generalizations," Illinois Teacher of Home Economics IX (May/June 1966): 254; Helene M. Hoover, "Bloom's Cognitive Processes Applied to College Students' Levels of Conceptual Understanding," Journal of Home Economics LIX (February 1967): 90-91.

Level 3 generalizations also show relationships among ideas, but are more remote in time and space. They often include explanations, justifications, predictions. Example: Because most decisions are surrounded by satellite decisions, decisions about resources are interdependent and cumulative. The connection is drawn between the concepts of satellite decisions and the characteristics of resource utilization decisions, but also included is the prediction about the potential "snowballing" effect of resource decisions and the explanation for this potential impact.

Generalizations at the second and third levels of complexity, particularly if they establish cause and effect relationships, are often called principles. These upper levels of generalizations usually deal with the why of relationships rather than just the what or how of groups of facts.

If you study again the generalization examples at the beginning of this section, you will see that the verb is the key part of speech in the statement; it is the verb that gives the clue to the nature of relationship between or among concepts. Relationships among ideas might be expressed by any of the following phrases:

_____results in _____	Because_____, then _____
_____is influenced by _____	_____leads to _____
_____is contingent upon _____	_____negates _____
If _____, then _____	_____supercedes _____
_____can be compared to _____	_____supports _____
_____produces _____	_____necessitates _____

_____causes _____ _____interacts with_____

____and _____are independent _____increases or (decreases)

_____

_____correlates positively (or _____is facilitated by _____

negatively) with _____ _____

The levels of generalizations may be compared on a one-to-one basis to the levels of concepts as summarized in the section "The Concept of Concepts." The levels of generalizations may also be juxtaposed with the levels of complexity of objectives in both cognitive and affective domains. When learners are concentrating on the relationships among ideas, on the why's of factual material, then they are more likely to be functioning at the analysis, synthesis, evaluation levels of cognition and the valuing level of commitment.

How are generalizations used in the classroom? Seldom does a teacher announce to a class, "Today we will learn this generalization . . .". Instead she leads the learners through a sequence of activities related to the concept, utilizing many and varied resources in the process. At the end of such a process, the learner states his own conclusion and compares his conclusion with those of fellow learners. Conversely, the teacher might say, "I think __X__ is true; use any resource you see in this room to either defend or negate this generalization." The burden is then on the student to support or refute the conclusion working through deductive processes, rather than inductive.

Why organize content by generalizations? If a learner focuses on

relationships among ideas, the transfer of learning is facilitated; the learning can more easily be applied in a new situation. Relationships among ideas are more easily retained by the learner than are isolated, specific, often fragmented facts. Specifics and isolated facts will change with the expansion of knowledge through research; the relationships among ideas are more likely to remain true. These benefits make it well worth the effort to organize content by the generalization method.

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CONCEPTUALLY ORIENTED ACTIVITIES: FOCUS ON THE STUDENT AS ACTIVE LEARNER

Can a teacher teach concepts and still not teach conceptually? What are the distinguishing characteristics of conceptual teaching? Woodruff, in his book Basic Concepts of Teaching, defines the process of learning concepts and the relationship of this process to teaching.

> Teaching is simply the process of causing students to go through a learning process which is psychologically correct for the thing to be learned. For the learning of concepts the process includes seeing or perceiving a referent, thinking about it until the concept is clear, and then trying out the implications of the new concept until its values become apparent. These are the processes the learner must go through. It is up to the teacher to see that he goes through them. Very simply, then, the teacher must escort him through them. The teacher definitely must not ignore these processes and do something else. If he does he will be getting in the way of good learning. The learning has to be done by the pupil. Therefore it is the pupil who has to be put into action. When a teacher is the one who is active, doing all the talking, carrying out all the processes, it is almost certain that he is hindering the learning of the students.[8]

If a concept is defined as a big idea, conceivably it is possible to teach a concept by teacher-oriented methods. For example, a teacher could lecture or give a chalk-talk about THE RELATIONSHIP OF PERSONAL RESOURCES TO CONTROL OF POWER WITHIN THE FAMILY. The teacher has then "taught" about the concept. But has the student learned the concept?

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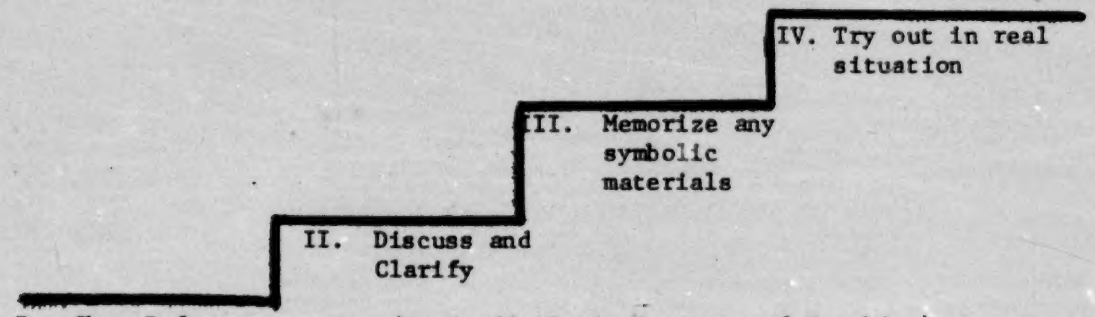
[8]Asahel D. Woodruff, Basic Concepts of Teaching (New York: Chandler Publishing Co., 1961), p. 116.

Is it now a part of him? Woodruff would say not. His message is summarized in the following diagram of conceptualization.

PERCEPTION THROUGH→ASSOCIATION OF NEW→TRANSLATION→CONCEPTUALIZATION
SENSORY STIMULATION MATERIAL WITH WITHIN OF NEW IDEAS
PREVIOUS KNOWLEDGE LEARNER

For this perceptive and associative process to take place, the learner needs some referent to give clues to the new learning and some involvement through which he ties the new learning together with previous experience. Woodruff outlines the process in four steps.

A PATTERN FOR CONCEPTUAL TEACHING



(Woodruff, Basic Concepts of Teaching)

Step I, showing the referent, clues the learner in to the new idea; steps II and III give the opportunity for explication and exploration of the learner's questions regarding the new idea, and step IV gives the learner an opportunity to try out the new learning, in as real a situation as possible. If real situations are not feasible, then as close simulation as can be provided is desirable.

In this mode of teaching/learning, the role of the teacher changes from that of information disseminator to that of learning facilitator, resource provider, counselor, mentor.

The lesson plan which follows illustrates the four steps in the Woodruff schema for teaching conceptually, and also shows the interrelationship of the concept, objective, generalizations, activities, and resource components of a lesson.

SAMPLE CONCEPTUAL LESSON PLAN FOR SECONDARY STUDENTS

FAMILY LIFE EDUCATION CLASS

Concept: Sources and Evidences of Values

Objective: The learner will analyze the sources and evidences of values

Generalization	Learner Activities	Resources Needed for Activities
	1. Show Referent: A. Choose article from assortment of fruit, candy, cards, pens, gimmicks on table. Jot down on index card reason for your choice.	Assortment of articles (more than one per person) Index cards
	B. View film "Children Without"	Film: "Children Without" (County Library or NEA Library)
	2. Discuss and Clarify: A. Discuss reasons for item choices. Can these reasons be grouped into larger categories?	
	B. Discuss participants in film; fill in chart:	Sample chart on chalkboard

Participant	Value	Evidence of Value	Need Related to Value

	As discussion progresses, relate values and behavior demonstrated in film to Maslow's needs	Pyramid of Maslow's needs hierarchy to be built on flannel board (Maslow, Abraham, N., ed. Motiva-

Concept: Sources and Evidences of Values (continued)

Generalization(s)	Learner Activities	Resources Needed For Activities
	hierarchy (on flannel board)	tion and Personality. (New York: Harper and Row, 1970.)
The level of need at which a person is functioning determines in part his values.	Discuss questions: How are values related to needs? How are values related to behavior? to goals? to decisions? to standards?	
Values are underlying motivations, based on past experiences and interaction with other people.		
Values are evidenced through goals, standards, behavior and decisions.	Can you state your own definition of values now? Where do values come from?	
	3. Memorize necessary symbolic materials: Memorize your own definition of values.	
	4. Try out in real or simulated situation. In small groups, role-play situations involving behavior which indicates a value. Identify which value is being evidenced. Why did most of the class members agree on the same value being portrayed? What evidence led	Cards with role-playing situations on them (e.g. mother who values economy and nutrition for health of her family; teenager who refuses friends' offer of drugs for fear of losing his position

Concept: Sources and Evidences of Values (continued)

Generalization(s)	Learner Activities	Resources Needed For Activities
	you to this conclusion?	on athletic squad; high school senior who cheats on final exam to earn an A; politician who "smears" opponent in campaign.)

In order to maintain the focus on learner involvement it is helpful to state activities in terms of what the student, not the teacher, is doing. This strategy assists the teacher in assessing just what proportion of the time the learners are passive, waiting, uninvolved. The plan shown also illustrates the points in the course of a sequence of activities at which learners can summarize facts and draw conclusions. The resource column reiterates the teacher's role as facilitator and resource provider.

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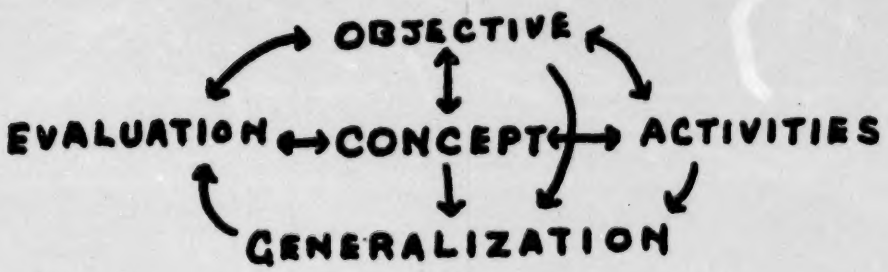
EVALUATION OF COGNITIVE DOMAIN OBJECTIVES

The basic premise of the two sections on cognitive and affective evaluation is that evaluation is effective in measuring a student's achievement of given objectives only if the items in the evaluation instrument are congruent with the objectives in domain and level of complexity. A cursory view of evaluation instruments employed by teachers reveals cognitive instruments which attempt to measure attitudinal change, and a majority of cognitive items at the knowledge level, while the teacher professes to be tapping the student's ability to analyze, to synthesize, or to evaluate.

The following diagram illustrates the cyclical relationship of instructional objectives to evaluation techniques:

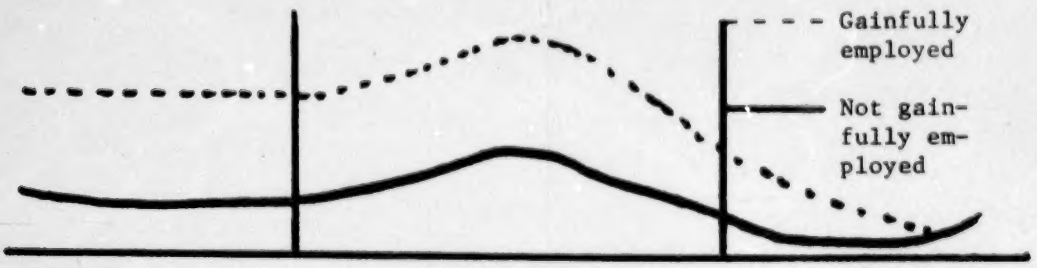


The following examples illustrate congruity of items with objectives, and demonstrate how easily graded items of the matching, multiple choice and alternate choice formats can be raised in level so that they do, in fact, measure a student's abilities at the higher levels of the cognitive domain.

Objective 1: The student will interpret graphs concerning homemaker employment and resource availability. (Comprehension)

Item 1: True-False The following graph shows that there are more demands on an employed homemaker's time during the contracting stage of the family life cycle than during either of the other two stages.

Time Demands on the Homemaker



(Gross and Crandall, Management for Modern Families, 1963)

Objective 2: The student will apply definitions of various types of family structure in classifying the illustrations described in vignettes. (Application)

Item 2: Matching Match the family types listed in Column B, by letter, with the structure illustrations. (Vignettes, numbered 1 - 5 are supplied).

Column A Structure Illustration	Column B Family Types
___Description 1	A. Nuclear Family
___Description 2	B. Extended Family
___Description 3	C. Communal Family
___Description 4	D. Collective Family
___Description 5	E. One-Parent Family
	F. Insufficient information to classify

Objective 3: The student will analyze phrases in order to identify the major stage of the family life cycle in which this developmental task usually occurs. (Analysis)

Item 3: Matching Match the family developmental task listed in Column A with the major stage(s) of the family life cycle listed in Column B. More than one letter may be used per blank; stages of the family life cycle may be used more than once.

Column A Family Developmental Tasks	Column B Family Life Cycle Stages
___Socializing the young child	A. Beginning Family
___Supplying physiological needs	B. Expanding Family

of family members

___Providing resources for retirement C. Contracting Family

___Adjusting to satisfactory sex roles

___Adapting to a mutual set of values

___Providing financially for children's schooling

Objective 4: The student will analyze the relationship between family structure and family member roles. (Analysis)

Item 4: Multiple Choice From the information shown in the slides projected on the screen (pictures of White House wedding, funeral of John F. Kennedy, birth of child, son boarding bus to go into Army), select the best answer.

These changes in family composition which have been shown will influence family member roles in which of the following ways?

___a. Alter roles of individual family members

___b. Change interpersonal roles between family members

___c. Alter roles of some members more than others

___d. Leave previous family member roles static

___e. All of the above

___f. a, b, and c above

Objective 5: The student will analyze universal needs of individuals. (Analysis)

Item 5: True-False The members of the low-income family have the same needs as members of middle socioeconomic level families, except for esteem and self actualization needs.

Objective 6: The student will evaluate the appropriateness of various theoretical frameworks for studying the family. (Evaluation)

Item 6: Multiple Choice If a researcher wanted to study similarities between achievement of developmental tasks in contemporary American and Vietnamese families, probably the best theoretical foundation for the research would be found in which of the following approaches?

___a. Developmental approach

___b. Interactional/situational approach

___c. Structural/functional approach

___d. Institutional approach

___e. Any of the above

Objective 7: The student will evaluate resources for predicting future family structures and functions, according to the criteria of internal consistency, logical defense and substantive support. (Evaluation)

Item 7: Modified Multiple Choice Which of the following resources states the most logical rationale for alternatives to the nuclear family as the predominant structure of the future? In a concise paragraph defend your choice.

___a. Toffler, Future Shock

___b. Film, "At Home, 2000"

___c. Life magazine, April, 1972 issue

___d. Record, "In the Year 2525"

Synthesis objectives, by definition of the category, are best

tested not by short answer items, but by essay items or some creative project that requires combination of many components into a new product. The following items illustrate the combination of the synthesis requirement with another cognitive ability.

Objective 8: The student will analyze the relationship between personal resources and control of power within the family unit. (Analysis and Synthesis)

Item 8: Essay Read the attached case record. List the personal resources of each family member which influenced that member's ability to acquire power. Briefly identify who holds the power in the family described. Is the power structure absolute or situational? Defend your answer with evidence from the case record.

Objective 9: The student will synthesize the types of influence which the family of orientation has on the development of young children. (Analysis and Synthesis)

Item 9: Creative Project In a collage, either visual or auditory, represent the thoughts expressed in Nolte's poem, "Children Learn What They Live."

Objective 10: The student will synthesize influences on family disintegration. (Analysis and Synthesis)

Item 10: Essay Select from the film, "Days of Wine and Roses" those factors which influenced dissolution of the family. Combine these into an editorial on family disintegration for the local newspaper.

Items of different formats can measure almost any level of the cognitive domain. Items which measure achievement at the higher intellectual levels do not have to be impossible to score. If the test constructor uses some ingenuity and utilizes materials which provide a basis for analysis, synthesis or evaluation, then test items can be interesting and challenging, as well as discriminating and valid.

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EVALUATION OF AFFECTIVE DOMAIN OBJECTIVES

The basic premise of the two sections on evaluation is that evaluation is more effective and more reliable if the evaluation instrument measures learning in the same domain and at the same level of complexity as the objective which it seeks to measure. This premise is particularly pertinent for the affective domain. A teacher who sets objectives which hint at changed attitudes as the ultimate goal and then tests the students and assigns grades on the basis of cognitive paper and pencil tests, is deceiving herself and being unfair to the students.

The problem, then, becomes one of congruity between objectives and measurement techniques. Once the objective in the affective domain has been stated, how does the teacher gather evidence that the objective has been achieved?

Objectives stated in the format of the following examples include in the objective some identification of the expected product or behavior.

The student will watch a role playing incident on the emotions involved in family conflict.

The student will choose to attend a reading seminar on human values as recorded in selected literary works.

The student will volunteer to participate in an FHA project on families.

The student will participate in the child development laboratory on a volunteer basis because she enjoyed the experience previously.

The student will join a Senior Citizens Aide Club on a trial basis.

The student will choose to defend the egalitarian family power structure in a debate.

The student will attempt to identify the characteristics and values of persons whom she admires, in a written essay.

The student will subordinate his wish for financial independence to his desire to work with young children, by choosing volunteer work in a day care center, as opposed to checking at a local grocery store.

In these objectives, the learner and the teacher will have evidence of objective achievement when product or behavior materializes, that is, when the essay has been written or the job in the day care center has been secured.

There is a danger inherent in prespecifying evidence of affective change. Such predetermination of signs that affective growth is occuring may preclude consideration of other modes of development. This preclusion of course is antithetical to the very nature of affective growth: it is, by definition, personal, individual, unique for every human being. If the teacher recognizes statements of growth evidenced only as examples or potential indicators, then these statements can facilitate measurement.

The following list of techniques, which might give evidence both

to learners and to the teacher that affective objectives have been mastered, was compiled in a brainstorming session by family life teachers.

Techniques for gathering evidence of affective objective achievement:

role playing	sociodramas	photographic essays
collages	skits	radio scripts
open-ended questions	essays	themes
field trip of choice	research activities	laboratory work
home projects	panel discussions	public interviews
case records	anecdotal records	logs, diaries
tape recorded collages	reactions to pictures,	circular responses
brainstorming	films, tapes, records,	
	cartoons	

Much research by behavioral scientists has been focused on the assessment of attitudes. Check lists, rating scales, Likert scales, semantic differentials, forced choice values tests and sociograms are all instrument types that are valid and useful devices for appraising affective learning. Samples of these types can be found in the references at the end of this section. These references will be especially useful to the family life teacher as she seeks to measure affective change. Some of the references identify only instrument titles and data on reliability and validity; others feature a compilation of actual instrument samples.

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SUMMARY: THE STUDENT AS ACTIVE LEARNER

THE TEACHER AS CATALYST: This is the viable and creative role that evolves from teaching conceptually. The teacher provides resources, stimulates ideas, facilitates, counsels, and serves as mentor. The student, then, is transformed from passive receiver of information to initiator, actor, thinker, doer. Imagine the excitement of these interdependent roles!

The value inherent in conceptual teaching is found in the process: learning to learn. The substantive focus shifts from isolated specific facts to universals.

The self esteem generated by involvement, activity and interaction stimulates motivation for next steps in the process. All of the pieces fit together as a giant interlocking puzzle.